

Pupil Premium Strategy Statement 2024-2027

All Saints Church of England Infant and Nursery School



Opening hearts and minds through the grace and love of God

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
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| School name | All Saints CE Infant and Nursery School |
| Number of pupils in school | 64 (main school) 36 (nursery autumn term) |
| Proportion (%) of pupil premium eligible pupils | 37.5% (main school) 27.7% (nursery) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 -2027 |
| Date this statement was published | December 2023 |
| Date of first review | December 2024 |
| Date of second review | November 2025 |
| Date of third review | November 2026 |
| Statement authorised by | Joanna Redfern |
| Pupil premium lead | Joanna Redfern |
| Governor / Trustee lead | David Mills |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £29,732 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £29,732 |

*If your school is an academy in a trust that pools this funding,
state the amount available to your school this academic year*

Part A: Pupil premium strategy plan

Statement of intent

Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework.

The Church of England Vision for Education

Over the years, a lack of equal access to education and learning has caused deep divisions in our society. As our children grow into young adults, too many of those from low-income backgrounds face a future of unemployment, low wages and poor life chances. These divisions have only been exacerbated by the Covid 19 pandemic and the urgency to act early to close the gaps has never been greater.

As a school, we are determined to build a better future for all our children. This is a moral imperative and one to which all staff and governors are deeply committed. Our strategy outlines the actions we will be taking to ensure all our children, but especially those entitled to Pupil Premium, have full access to all the opportunities school offers and the support they need to flourish academically, as well as spiritually, emotionally, morally, socially and physically.

In order to break down barriers and ensure equality of opportunity, we aim to:

- Provide a curriculum that is rooted in the children's lives and the community in which they live so that they value their heritage and have the tools to begin thinking about their role in the community's regeneration.
- Give priority to the national and international dimensions of the curriculum, particularly important in a predominantly white British culture, so that children develop a growing understanding of different cultures, traditions and faiths.
- Prioritise literacy and numeracy skills so that children have the essential vocabulary, listening and communication skills, to be able to play a full and active role in society.
- Provide opportunities for enhancing physical and emotional health and well-being, to improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

- Encourage the active participation of parents and carers in all aspects of their children's development, valuing their own skills and talents, so that the self-esteem of both adults and children grows and leads to self-belief.

Specifically, we intend to:

- Ensure quality first teaching for all children, with a focus on continuing professional development for all staff.
- Teach speaking, listening, reading, writing and mathematics exceptionally well.
- Put measures in place rapidly to address underperformance, special educational need or social and emotional concerns.
- Further develop partnerships with parents/carers through the use of the graduated approach, structured conversations and modelling so that home is also a place of learning.
- Ensure good attendance at school through daily monitoring and bespoke work with families.
- Ensure all pupils have full access to all wider opportunities and monitor this carefully.

We hope that children will leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
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| 1 | Less well-developed language skills (the ability to form sentences, express needs, follow instructions, use and understand age-appropriate vocabulary). |
| 2 | Less well-developed reading skills (sometimes a result of limited exposure to books and stories, low parental confidence in their own literacy skills, fewer opportunities for reading outside of school). |
| 3 | Mental health needs as a result of multiple vulnerabilities (lower self-esteem and confidence, weaker resilience and ability to 'bounce back', sometimes communicated through challenging behaviour). |
| 4 | Inconsistent attendance at school (for a minority of pupils) leading to gaps in learning. |
| 5 | Fewer wider experiences leading to a lack of cultural capital (knowledge and understanding). |

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| 6 | Hardships for parents/carers including the cost of living and their own mental health needs, hindering the ability to parent effectively. |
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| Improve oral language skills for all pupils entitled to PP, with a particular focus on those in the EYFS, using quality first ECAT/Hanen strategies and evidence-based speech and language interventions. | <p>At least 85% of EYFS pupils entitled to PP meet age-related expectations in speaking and listening (as measured through EYFS framework assessments, WellComm/Motional language tools, or teacher observations).</p> <p>All EYFS staff consistently use ECAT/Hanen quality-first strategies (e.g., commenting before questioning, extending language, modelling sentence structures), evidenced through learning walks, observations, and staff self-audits.</p> <p>Identified PP pupils receiving speech and language interventions show measurable progress, with at least 80% achieving expected improvement on pre- and post-intervention assessments (e.g., SALT programmes, WellComm, NELI, Language Link).</p> <p>Termly monitoring shows increased expressive and receptive vocabulary use among PP pupils, demonstrated through language samples, pupil voice, and classroom interactions—e.g., increased sentence length, clearer articulation, and use of new topic vocabulary.</p> |
| Ensure all pupils entitled to PP learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions. | <p>80% of pupils entitled to PP achieve age-related expectations in phonics (as measured by phonics assessments or the Phonics Screening Check by the end of Year 1/Year 2).</p> <p>All PP pupils receive daily, high-quality, systematic phonics teaching, evidenced through lesson observations, fidelity to the school's phonics programme, and consistent use of agreed routines and resources.</p> <p>Identified PP pupils access targeted, evidence-based reading interventions within two weeks of need being identified, with intervention entry/exit data showing <i>accelerated progress</i> for at least 80% of participating pupils.</p> <p>Regular monitoring (e.g., half-termly reviews) shows improved reading fluency and decoding accuracy for PP pupils, demonstrated through assessment data, reading records, and teacher-led fluency checks.</p> |

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| <p>Ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them.</p> | <p>At least 90% of pupils entitled to PP can identify and name key emotions (e.g., happy, sad, worried, angry, frustrated) during wellbeing check-ins or PSHE activities, as evidenced through pupil voice surveys and classroom observations.</p> <p>All PP pupils receive regular access to a structured emotional literacy curriculum (e.g., Zones of Regulation, PSHE, circle time), with teacher monitoring showing increased use of appropriate vocabulary to express feelings and needs.</p> <p>Identified PP pupils receiving wellbeing support (e.g., ELSA, mentoring, NAP interventions) show measurable improvement on pre/post tools such as SDQ or Motional, with at least 80% demonstrating positive change in emotional regulation or wellbeing indicators.</p> <p>Termly pastoral reviews show a reduction in well-being-related concerns for PP pupils, including fewer behaviour incidents linked to emotional dysregulation and increased instances of pupils using taught strategies (e.g., calm spaces, strategy cards) to self-regulate.</p> |
| <p>Ensure all pupils entitled to PP consistently attend school well.</p> | <p>Pupil Premium (PP) attendance meets or exceeds 94% by the end of the academic year, with termly data showing a narrowing gap between PP and non-PP pupils.</p> <p>Persistent absenteeism among PP pupils reduces to below 20%, with half-termly monitoring showing a downward trend in the number of PP pupils classed as persistent absentees.</p> <p>All PP pupils with attendance below 90% have an agreed action plan, including targeted support (e.g., pastoral meetings, home visits, multi-agency support), and at least 80% show sustained attendance improvement over a six-week period.</p> <p>Every PP family receives proactive and regular attendance communication, evidenced by improved parental engagement (e.g., increased response rates, attendance at meetings) and a reduction in unauthorised absences across the year.</p> |
| <p>Ensure all pupils entitled to PP have full access to a wide range of clubs, visits and residential and have opportunities to work with artists, musicians and sports specialists to build their cultural capital.</p> | <p>100% of pupils entitled to PP participate in at least one extra-curricular club, visit, or residential each term, with uptake monitored through registers and attendance logs.</p> <p>All PP pupils have at least one planned experience each term with an artist, musician, or sports specialist, evidenced by timetables, workshop records, and pupil feedback.</p> <p>Pupil voice indicates that at least 90% of PP pupils feel they have opportunities to explore new experiences and interests, gathered through surveys, interviews, or discussion groups.</p> |

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| | <p>Monitoring of participation data shows equity between PP and non-PP pupils, with targeted support (e.g., subsidised fees, transport, or mentoring) provided to ensure all PP pupils can attend activities.</p> |
| Work with parents/carers to support them with their children at home, using the school's graduated approach. | <p>All parents/carers of pupils entitled to PP are offered at least one structured home-support session or workshop each term, aligned with the school's graduated approach, with attendance recorded and monitored.</p> <p>At least 80% of PP parents/carers report increased confidence in supporting their child at home, gathered through surveys, feedback forms, or informal discussions.</p> <p>Teachers provide regular, tailored home-learning guidance for all PP pupils, including differentiated activities and resources, with evidence in homework diaries, learning logs, or digital platforms.</p> <p>Monitoring shows improved pupil outcomes linked to home support, e.g., progress in reading, phonics, maths, or social-emotional skills, with clear links between school interventions and home engagement.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£7,000 CPD (including National College and mentor/release time)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Embed Language-Rich Interactions in Daily Routines <ul style="list-style-type: none">• Use Hanen's OWL approach (Observe, Wait, Listen) during play and transitions to encourage child-led communication.• Model rich vocabulary and extend children's utterances.• Incorporate ECAT principles by planning for frequent, purposeful conversations during snack time, outdoor play, and small-group activities. | EEF Early Years Toolkit - Communication and Language Approaches <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> | 1 |
| Plan Structured Small-Group Language Sessions <ul style="list-style-type: none">• Schedule daily short sessions focused on listening and speaking skills (e.g., storytelling, rhyme time, role-play).• Use Hanen's "Follow the Child's Lead" strategy to build engagement and confidence.• Include ECAT assessment checkpoints to identify children needing extra support and adapt activities accordingly. | | |
| Provide Staff Training and Consistent Monitoring <ul style="list-style-type: none">• Deliver CPD on ECAT and Hanen strategies so all staff understand techniques like commenting instead of questioning and turn-taking.• Use peer observations and coaching to ensure strategies are applied consistently. | | |

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| <ul style="list-style-type: none"> Track impact through language development observations and progress records. | | |
| <p>Deliver daily, high-quality systematic phonics teaching for all PP pupils</p> <ul style="list-style-type: none"> Ensure teachers follow the agreed phonics programme (Bug Club) with fidelity, using modelling, guided practice, and regular assessment. Provide ongoing CPD for staff on phonics pedagogy and adaptive strategies. Use engaging, multi-sensory resources to keep lessons interactive and inclusive. Monitor through lesson observations, book scrutinies, and phonics assessments to ensure consistency and quality. | <p>EEF Early Years Toolkit – Early Literacy Approaches (e.g. storytelling, group reading, early phonics, introductions to writing)</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>EEF Teaching and Learning Toolkit – Phonics</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>DfE 2023 – The Reading Framework</p> <p>DfE2025 – The Writing Framework</p> | 2 |
| <p>Embed Targeted, Formative Feedback During Lessons</p> <ul style="list-style-type: none"> Teachers provide real-time, specific feedback to pupils on their work, focusing on what has been done well and what needs improvement. Use verbal feedback, written comments, and mini-conferences to | <p>EEF Teaching and Learning Toolkit – Feedback</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> | 1, 2 |

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| <p>guide pupils to the next steps in their learning.</p> <p>Develop Structured Feedback Loops to Inform Learning</p> <ul style="list-style-type: none"> • Implement planned opportunities for pupils to respond to feedback and make corrections or extend their learning. • Regularly review pupils' responses to feedback to adjust future teaching and ensure tasks remain carefully matched to individual needs. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

£15,514 teacher and teaching assistant support for 1-1 tuition and small group interventions, including phonics

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Deliver targeted, evidence-based speech and language interventions for identified PP pupils</p> <ul style="list-style-type: none"> • Use NELI or Talkboost to address specific needs. • Track progress with entry/exit assessments and adjust interventions based on data to ensure measurable improvement in expressive and receptive language skills. <p>Implement and evaluate the impact of Hanen training</p> <ul style="list-style-type: none"> • Including speech and language interventions for pupils entitled to PP (listening groups, narrative groups, NELI, Talkboost, Attention Autism). | <p>EEF Teaching and Learning Toolkit – Oral Language Interventions</p> <p>The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>DfE 2023 – The Reading Framework</p> | 1, 2 |
| <p>Provide targeted, evidence-based reading interventions for PP pupils who need additional support</p> | <p>EEF Teaching and Learning Toolkit – Phonics</p> | 1, 2 |

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| <ul style="list-style-type: none"> Implement interventions such as small-group phonics boosters, reading fluency sessions, or one-to-one guided reading. Track progress using entry/exit data to measure accelerated progress and adjust interventions as needed. <p>Implement and evaluate the impact of actions</p> <ul style="list-style-type: none"> Including phonics, Switch On, Reading Recovery and bespoke reading interventions for pupils entitled to PP. | <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Greg Brooks – Switch On Reading A small scale, randomised control group developer-led research project in 8 Nottingham City schools showed Switch-on Reading to have a useful positive impact.</p> <p>Greg Brooks – Reading Recovery A 2007 report on a meta-analysis of the five most rigorous studies on RR showed positive effects on both reading accuracy (word identification) and comprehension.</p> <p>DfE 2023 – The Reading Framework</p> <p>DfE 2025 – The Writing Framework</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

£5,000 Pastoral Leader support (interventions and attendance management)

£1,000 Solihull approach (SENCO time)

£2,000 cultural opportunities

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Embed Daily Emotional Literacy Activities</p> <ul style="list-style-type: none"> Use circle time or story sessions to introduce and model vocabulary for feelings. Incorporate visual aids like emotion cards and feelings charts so pupils can point or choose words when expressing themselves. | <p>EEF Teaching and Learning Toolkit – Social and Emotional Learning The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> | 3 |

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| <ul style="list-style-type: none"> Link vocabulary to real-life scenarios during play and routines. <p>Provide Targeted Well-Being Support for PP Pupils</p> <ul style="list-style-type: none"> Identify PP pupils and monitor their emotional well-being through regular check-ins. Offer small-group or 1:1 sessions using approaches such as Zones of Regulation and Emotion Coaching. Ensure access to a safe space or calm corner for self-regulation. <p>Train Staff and Model Consistent Language</p> <ul style="list-style-type: none"> Deliver CPD on mental health awareness and strategies for developing emotional vocabulary (MHST link). Encourage staff to narrate emotions during interactions (e.g., 'I can see you're feeling frustrated because the block fell'). Use consistent language across the setting so pupils hear and practice emotional vocabulary daily. | | |
| <p>Strengthen Family Engagement and Communication</p> <ul style="list-style-type: none"> Build positive relationships with parents/carers through regular check-ins and supportive conversations. Share the importance of attendance for learning and well-being using clear, non-judgmental messaging (e.g., newsletters, texts, workshops). Offer practical support for barriers such as transport or morning routines. | <p>Achievement for All – Evaluation Reports</p> <p>EEF Evidence Brief on Improving Attendance and Support for Disadvantaged Pupils</p> | 4 |
| <p>Implement Targeted Monitoring and Early Intervention</p> <ul style="list-style-type: none"> Track PP pupils' attendance daily and flag patterns of absence immediately. Use early intervention strategies such as phone calls, home | | |

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| <ul style="list-style-type: none"> visits, or attendance mentoring before issues escalate. Celebrate good attendance with positive reinforcement (e.g., certificates, class rewards) to motivate pupils. | | |
| <p>Remove Barriers and Prioritise Access</p> <ul style="list-style-type: none"> Audit all clubs, visits, and residential to identify potential barriers for PP pupils (e.g., cost, transport, equipment). Allocate Pupil Premium funding to subsidise or fully cover costs and provide resources. Communicate proactively with families to ensure they are aware of opportunities and support available. <p>Plan and Track Cultural Capital Opportunities</p> <ul style="list-style-type: none"> Create a termly enrichment calendar that includes clubs, trips, and specialist workshops (artists, musicians, sports coaches). Maintain the Excel tracking system to monitor PP pupils' participation and ensure equitable access. Use pupil voice surveys to identify interests and tailor opportunities to engage and inspire. | <p>EEF Teaching and Learning Toolkit – Arts Participation</p> <p>Using Pupil Premium to Enrich Cultural Education (A New Direction)</p> <p>Children from disadvantaged families benefit most from extra-curricular activities but are much less likely to have access to sport, arts or cultural pursuits (according to Australian researchers). Research by academics from Flinders University, released as part of Anti-Poverty Week, found 34% of children from lower socio-economic communities missed out on extra-curricular activities, compared with 13% from wealthier areas (October 2021).</p> | 5 |
| <p>Provide Tiered Parent Workshops and Resources</p> <ul style="list-style-type: none"> Universal (Tier 1): Offer whole-school workshops on supporting learning at home (e.g. phonics, reading strategies, language development). Targeted (Tier 2): Run small-group sessions for parents of pupils needing extra support, focusing on practical strategies and confidence-building. Specialist (Tier 3): Arrange 1:1 meetings with SENCO or family support worker for pupils with significant needs, providing tailored guidance and resources. | <p>EEF Teaching and Learning Toolkit – Parental Engagement Approaches</p> <p>The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF Guidance Report – Working with parents to support children's learning</p> <p>Achievement for All – Evaluation Reports</p> | 6 |

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| <p>Establish Regular Communication and Feedback Loops</p> <ul style="list-style-type: none"> • Share clear, simple home-learning guides aligned with classroom practice (e.g. weekly tips, video demonstrations). • Use graduated approach documentation (Assess–Plan–Do–Review) to keep parents informed of progress and next steps. • Create opportunities for parents to feedback on what works at home, ensuring strategies are consistent and collaborative. | | |
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Total budgeted cost: £30,514

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a DfE grant to train a second senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address well-being, and support more effective collaboration with parents.
- offering an invite-only after school reading club to ensure identified pupils in Year 2 get additional support and practice from qualified teachers.
- offering induction meetings for all EAL families.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we considered carefully why some of the strategies we adopted in previous years have not always resulted in accelerated progress for this group of pupils. Both leaders and staff understand that barriers to learning for PP eligible pupils are varied and multiple – this is not a homogenous group. We therefore reviewed pupil progress data, held discussions with parents and carers, and analysed other information gained during quality assurance activity to establish each child's strengths and development areas.

This has enabled us to target our provision more specifically and accurately.

Our strategy has been developed using reliable research information from a range of sources (e.g. reports from the Joseph Rowntree Foundation, the EEF's guidance reports and their implementation guidance, 'What Works' evidence from Greg Brooks). It has also been developed following considerable discussion between staff, governors and colleagues from a range of academies in different contexts across our Trust. Research on the impact of the pandemic on PP eligible pupils has also informed our thinking and planning.

We have put a robust evaluation framework in place for the duration of our three-year approach. This includes the ongoing collection of pupil progress information (both formally and informally) and a commitment to focussed CPD that effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice. We will take swift action if changes or amendments to our chosen strategies are required.

Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

| Intended outcome | Success criteria | Progress towards intended outcome |
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| Improve oral language skills for all pupils entitled to PP, with a particular focus on those in the EYFS, through the use of quality first ECAT strategies and evidence-based speech and language interventions. | 80% pupils entitled to PP achieve expected+ in CL at the end of the EYFS. 80% pupils entitled to PP achieve expected+ in speaking and listening at the end of KS1. Pupils' interactions demonstrate understanding and the ability to use a wide range of appropriate vocabulary. | 75.0% achieved expected in listening, attention and understanding 87.5% achieved expected in speaking The new Cornerstones Curriculum has improved the teaching of vocabulary so that more pupils use appropriate and technical vocabulary in their interactions and in their writing. Pupils demonstrate greater confidence when interacting with peers and adults. Pupils initiate conversations more readily with teachers and classmates during group work and class discussions. Pupils are more willing to share their ideas without prompting during circle time or class presentations. In paired activities, pupils now take the lead in discussions rather than relying on others to speak first. More pupils make eye contact and use clear voices when speaking to adults or peers. |
| Ensure all pupils entitled to PP learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions. | 80% pupils entitled to PP achieve expected+ in Literacy at the end of the EYFS. 80% pupils entitled to PP achieve expected+ in Reading at the end of KS1. Pupils demonstrate a love for books and reading through their independent choices and play. Most families of pupils entitled to PP work in | 87.5% achieved expected in Comprehension 50.0% achieved expected in Writing 50.0% achieved expected in Reading 66.7% achieved the expected standard in Phonics by the end of Year 2 66.7% achieved expected+ in Reading by the end of Year 2 Pupils are actively engaged during story times. Pupils choose to read or look at books independently during free choice or playtime. Children talk enthusiastically about books, characters, or stories they enjoy. Pupils discuss what they are reading. Pupils use books in role play (e.g. reading to dolls, using story language in play). Most families of pupils entitled to PP engage positively and constructively in the interests of |

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| | partnership with school to help their children learn to read. | their child (Seesaw, attendance at parents' evening, surveys). |
| Ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them. | <p>Children can talk about their feelings and can identify trusted adults in school.</p> <p>School-centred assessments show that pupils involved in SEMH interventions and referrals make good progress.</p> <p>Incidents of challenging behaviour in the classroom are rare and children have strategies for managing their feelings when they are anxious</p> | <p>Pupil Voice & Trusted Adults</p> <ul style="list-style-type: none"> Children entitled to Pupil Premium (PP) can identify their trusted adults in school. The <i>Trust Hand</i> model is used (naming five trusted adults they can talk to). <p>Class Teacher Awareness & PSHE Participation</p> <ul style="list-style-type: none"> Class teachers know which children are entitled to PP. Teachers encourage or target participation in PSHE sessions where appropriate. <ul style="list-style-type: none"> KS1: Talking Points Curriculum (book and discussion focused). F2: Jigsaw Curriculum (circle-time focused). <p>Emotional Literacy & Regulation Support</p> <ul style="list-style-type: none"> Zones of Regulation introduced as an emotional literacy tool. <ul style="list-style-type: none"> Still in early stages of implementation. Some classes and staff embed it more consistently than others. Some children use strategy cards to support co-regulation and develop their own toolkits. An ELSA-trained teacher applies strategies within classroom practice. <p>Partnerships & Multi-Agency Work</p> <ul style="list-style-type: none"> Strong links with the North Ashfield Partnership (NAP). Termly <i>High Profile Pupil</i> meetings take place to discuss next steps. <ul style="list-style-type: none"> Most recent meeting: October 2025. 4 of the 9 pupils discussed were entitled to PP. SDQ and Motional assessments used to support entry/exit data and inform intervention choices, with NAP support. <p>Staff Training & Professional Development</p> <ul style="list-style-type: none"> Staff CPD undertaken in: <ul style="list-style-type: none"> SDQ Solihull Relational Schools SENCO booked for Trauma Informed Schools training <p>Behaviour & Attendance-Related Notes</p> |

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| | | <ul style="list-style-type: none"> Reduction in CPOMs entries relating to challenging behaviour (to be confirmed). No children are currently on reduced timetables. <p>ELSA 1-1 Sessions</p> <ul style="list-style-type: none"> 100% pupils who received 1-1 support made progress in their ability to name and manage their emotions, especially at transition times. They developed skills to self regulate. |
| Ensure all pupils entitled to PP consistently attend school well. | Pupils entitled to PP attend as well as, or better than, those not entitled. Attendance is at least in line with national expectations. Persistent absence is substantially reduced (for affected pupils). Families of pupils who are persistently absent are working in partnership with school on achieving bespoke attendance targets. | <p>Attendance Data</p> <ul style="list-style-type: none"> In the 2024/25 academic year, Pupil Premium (PP) attendance was 90%, compared to 95% for non-PP pupils. For Autumn Term 1, 2025, PP attendance has improved slightly to 91%. Despite improvement, there remains a gap in attendance; targeted measures are being implemented throughout this academic year to address this. <p>Persistent Absenteeism</p> <ul style="list-style-type: none"> Persistent absenteeism in the PP group is high and above the national average (25%). To address this, attendance communications have been overhauled to reinforce the message about the impact of lost learning time. <p>Strategies to Engage Families</p> <ul style="list-style-type: none"> Increased focus on engaging hard-to-reach parents through a range of approaches: <ul style="list-style-type: none"> Clear written communications Proactive phone calls Meetings offered at flexible times Leaflet drops to homes and local areas |
| Ensure all pupils entitled to PP have full access to a wide range of clubs, visits and residential and have opportunities to work with artists, musicians and sports specialists to build their cultural capital. | Pupils entitled to PP have full access to all wider opportunities at school, as demonstrated by school data. Pupils entitled to PP can talk about their experiences with understanding, | <p>All pupils entitled to PP have full access to wider opportunities at school.</p> <p>School data demonstrates that all pupils eligible for pupil premium attended at least one wider opportunity in the 2024-25 year (school trips, residential, music tuition, clubs, swimming etc.).</p> <p>In the autumn term 2025, all pupils had access to wider opportunities and 23/25 pupils have currently accessed one or more.</p> |

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| | using appropriate vocabulary. | |
| Work with parents/carers to help them develop the home learning environment, using the school's graduated approach. | <p>Parents/carers of pupils entitled to PP feel supported by school, work in partnership with school staff and feel they have strategies for developing the home learning environment.</p> <p>More pupils entitled to PP read regularly at home and have the resources to do so.</p> | <p>100% parents/carers who responded to the questionnaire agreed with the following statements:</p> <ul style="list-style-type: none"> • Staff explain how I can help my child at home using: SeeSaw, parent/carer meetings, letters • I feel comfortable approaching school with a question or problem via: SeeSaw, e-mail, face to face • I am well informed about school activities through: SeeSaw, e-mail, text messages, letters |